

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Social Studies Social Studies with Professional Practice Year
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA (University Square Campus)
Mode(s) of Study and Duration	Full-time over 3 years and part-time pathway typically over 6 years 4 years full-time with Professional Practice Year
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	none
UCAS Course Code	L310
External Benchmarking	QAA Subject Benchmark Statements Social Policy 2016 QAA Quality Code FHEQ for Level 6 (2014)
Entry Month(s)	October and February

Why study this course

The BA (Hons) Social Studies is a relevant and stimulating course that gives you a deep understanding of the lives of different individuals, communities and workplaces. The content of the course is broad covering both national and global social issues and problems together with policy and practice intervention responses across the human services. Potential employers favour Social Studies graduates for the diversity of your transferable social science knowledge and skills, humanistic values and your breadth of mind.

Educational Aims

There are four aims of the BA (Hons) Social Studies:

- To learn and use various academic enquiry skills from a range of social science disciplines and acquire vocational skills in areas of specific relevance to current human services work, notably management practice, communication and multi-agency working.
- To develop conceptual and empirical knowledge in a wide range of social science subjects and disciplines covered in social studies, for example knowledge that is informed by research in social work and social development, trafficking studies, youth offending and 'race' & ethnicity studies.
- To apply social science knowledge and skills in the conduct of research and the mapping of social science theories to professional practice in ways that promotes equality of opportunity and respect the rights of vulnerable groups and individuals.
- To shape the course in accordance with students personal preferences and future career aspirations by providing a number of option units at higher levels of study in key service areas such as children and families, crime, health care, and global policy issues.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
TBC	4	30	Sociology of Modern Britain	C
TBC	4	30	Skills for the Social Sciences	C
TBC	4	30	Understanding the Human Services	C
TBC	4	30	Law, Society and Controversy	C
			Level 5	
TBC	5	30	Exploring the Social Sciences	C
TBC	5	30	Researching, Representing and Evidencing the Social World	C
TBC	5	15	Multi-Agency Working	C
TBC	5	15	The Social Sciences at Work	C
TBC	5	15	Mental Health & Society	O
TBC	5	15	Studies in Race and Ethnicity	O
TBC	5	15	Young People, Gangs and Group Offending	O

TBC	5	15	Refugee Displacement and the Politics of Migration	O
ASS080-2	5	0	Professional Practice Year (Social Studies)	Core for Students with Professional Practice Year only
			Level 6	
TBC	6	45	Independent Project in Social Studies	C
TBC	6	30	Ideas and Issues in Globalisation	C
TBC	6	30	Innovations in the Human Services	O
TBC	6	30	Safeguarding across the Life Span	O
TBC	6	30	Comparative Youth Justice: Youth Justice: models and approaches	O
Students choose one of the following:-				
TBC	6	15	Inclusion & Exclusion in Education	O
TBC	6	15	Leadership and Management in the Human Services	O
TBC	6	15	Childhoods in a Global Context	O

Course-Specific Regulations

None

Entry requirements

.

Additional Course Costs

None

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply a broad knowledge and understanding of applied social studies in a variety of settings within the human services both in the UK and internationally, drawing on contemporary research, policy and practice interventions
- Work collaboratively in multi-disciplinary teams widely used in contemporary human services practice to better address service user needs

- Produce evidence-based assessments and reports independently on the basis of current knowledge of particular areas of service delivery and client need, demonstrating an understanding of and commitment to equal opportunity and anti-discriminatory practice as a future practitioner

Course Learning Outcomes

Upon successful completion of the course, a graduate of typical standard will be able to:

LO1. evidence social science knowledge and critical appreciation of the key empirical and theoretical issues faced by different social groups in the contemporary UK, their causes and the different ways of addressing them in society

LO2. critically evaluate the part played by the legal, policy, organisational and practice contexts of the human services in shaping responses to human behaviour and need, from the past to the present, in the UK and also internationally

LO3. display an in-depth ability to critically analyse a range of sources of social science knowledge addressed in applied social studies, for example globalisation issues or welfare in different countries, using a variety of research applications and study techniques

LO4. articulate the value base within which the human services are embedded, demonstrating the means by which service users' rights, responsibilities and equal opportunities may be fostered in different settings and areas of UK and international society

LO5. demonstrate an ability to synthesise sources of knowledge of different theoretical and ideological frameworks and to show academically relevant creativity in developing new knowledge about how the human services address social and economic issues, both overseas and in the UK

LO6. locate applied social studies issues and interventions, together with the contested nature of knowledge about both, within historical, contemporary and international legal, policy, organisational and practice contexts across UK and international society

LO7. evidence a familiarity with key research theories, methodologies and techniques, in order to complete an substantive independent and original research project

PSRB details

Learning and Teaching

A variety of teaching methods are employed across all levels of the degree. These include tutorial activities, problem solving, computer-based activities, problem based learning, and online interactive activities using Virtual Learning Environment (VLE) known as BREO (Bedfordshire Resources for Education Online). BREO is utilised at all levels of study and it contains a variety of material and is used in a variety of ways including e-learning and accessing sites elsewhere that provide practice at certain skills. Reflective learning is also linked to *iProspects*, an interactive programme accessed via the Careers Service website where students record key learning experiences and insights for later use as a bank of examples to build a tailored CV when applying for jobs. This is done throughout the course to enable students to become more aware of how their academic learning is contributing to their personal and professional development.

During the first year (Level 4), lectures are introductory, outlining key concepts and issues in relation to the applied social sciences and the nature of the contemporary human services. This learning is delivered in a variety of teaching methods including lectures, seminar discussions and workshops, supported by additional support beyond the formal sessions, for example via one-to-one coaching sessions with the unit tutors. At level 4 key workshops are tailored specifically for Social Studies students linking and extending the lecture material directly to relevant topic areas and research to do with inequalities, vulnerable groups and meeting need.

In the second year of the course (Level 5) students strengthen their analytical, interpretative and communication skills on the core units. Lectures are more discursive, highlighting debates, theories, controversies or issues which students can pursue further through seminars, workshops and independent reading. The learning shifts slowly from guided to more independent styles as students learn to grow and assume some responsibility for their learning.

In the third year of the course (Level 6) students are able to demonstrate the problem-solving, evaluative, analytic, self-management and reflective skills expected of a university graduate. A combination of core units in contemporary social science knowledge and research practice, current issues in the human services and globalisation studies provides the mechanism through assessment to demonstrate these qualities. At Level Six the objective is for student learning to move steadily towards more autonomous learning.

Assessment

A range of appropriate assessments will enable you to grow in confidence and demonstrate your acquisition of knowledge and skills. The assessment methods used across the course include:

- Written assignments – these vary from essays and reports to more in-depth research work on broader topics
- Examinations: These are a range of multiple choice computer examinations through to in-class tests and essay-based exams in your final year
- Oral presentations and Poster presentations that demonstrate verbal and presentational skills in communicating information to others
- Group work allowing you to demonstrate skills of group research while allowing you to submit a piece of assessed individual work at the same time as your contribution to the group
- The Dissertation, allowing you to undertake a complex research project and communicate knowledge, findings and recommendations, in your final year on the course, thus showing your capacity to address a complex self-directed task

The assessments will develop incrementally across the course and allow you to gain skills, confidence and knowledge, receive feedback and grow, thus allowing you to implement this knowledge and feedback in subsequent assessments. Along the way you will develop your capacity for writing in your own words and style of expression at the higher level. At the end of the course completion of the assessments will demonstrate your ability to analyse current social science knowledge and communicate this, in both written and presentational formats, as well as demonstrate a range of transferable skills relevant to your professional employability as a practitioner in the human services.

Assessment Map

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
SMB	C							CW-ess			F/G				Ex			F/G												
SSS	C			Cw-port			F/G					Cw-prj			F/G															
UHS	C																				Cw-ess		F/G							Pj-art
LSC	C																								Wr-i		F/G		EX	
ESS	C					Pr-oral			F/G						EX															
RRESW	C														Cw-epo-rt			F/G												
MAW	C										Pr-oral			F/G																
SSW	C																													Cw-epo-rt
MHS	O																									Wr-i			F/G	
SRE	O																										Wr-i			F/G
YPGGO	O																									Pr-post			F/G	
RDPM	O																										Wr-i			F/G
IPSS	C					Cw-cs			F/G																				PJ-proj	
IIG	C																				Cw-ess		F/G							EX
CIHDSP	O						Wr-i			F/G			Pj-proj			F/G														
SAL	O						Ex-ot			F/G			Cw-cs			F/G														
CYJ	O						Cw-jour			F/G			Cw-ess			F/G														
IIE	O											Cw-cs			F/G															
LMHS	O											Cw-port			F/G															
CGC	O											Cw-rw			F/G															

Developing your employability

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

After Graduation

Typical graduate destinations for Social Studies students include

- Direct work with service users in areas such as:
 - Children and schools
 - Drug and alcohol misuse
 - Prisoner rehabilitation
 - Domestic violence survivors
 - Services for older and disabled people
- Work in other areas of the human services such as:
 - Public policy development
 - Housing policy research
 - Family and Support Work
 - Community development

Further study at Masters level (Level seven), for example, MSc Social Work, MSc Public Health, MA International Social Work and Community Development, MA Childhood and Youth: Applied Perspectives can be pursued.

Additional Information

Student Support during the course

All students will be allocated a personal academic tutor (PAT) at the start of the course. The tutor will provide you with personal tutorials providing academic support and monitoring of your academic and professional development for your first and second years of study. In your final year, your (Level 6) dissertation supervisor becomes your personal academic tutor. You will also be allocated a personal tutor (PT) who will stay with you for the duration of the course to assist you with decisions relating to your option choices, career possibilities and general personal support. Unit tutors and the course coordinator are available to discuss unit and course level concerns through published office hours, personal appointments arranged by e-mail and informal guidance on the phone. The feedback given to students as part of the assessment process will enable self-assessment and development of your learning and skills, and promote progress to overcome any learning problems.

Tutors will also refer you to appropriate services in the event of issues that lie outside the boundaries of the tutor relationship. For example, you can make use of the Professional Academic Development

(PAD) team where appropriate support can be provided to support your particular learning needs. Language and communication skills are also addressed when need is identified and support provided by the PAD team.

For students where English is a second language, the University provides free English lessons from intermediate up to more advanced level English language skills. Additionally, the first year unit, Investigating Social Life, provides you with support for both study skills and research skills required to succeed. For students needing further assistance with developing their IT skills, Library Services offer tutor lead computer skill training workshops.

You will also be supported by the Peer Assisted Learning (PAL) system in your first year. PAL sessions are run on a regular basis and by specially trained second and third year students who studied the same material as you in their first year and who will therefore be able to give you their advice and the benefit of their experience to enable you to achieve your full potential in your first year on the course.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	Any adjustments required will be made on BREO
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	The only issue will be to do with the operation of the lift in A Block for student access to classrooms in A and C Blocks.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N	Any informal interviews will be held in a public space on campus and with a current student present
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	These have been done in line with University guidance
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	There is a whole section in chapter 2 of the handbook

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Administrative Information – Faculty completion	
Faculty	Health and Social Sciences
Portfolio	Undergraduate Social Studies
Department/School	Applied Social Sciences
Course Coordinator	Alexander de Mont
Trimester pattern of operation	Trimester 1 and 2
PSRB renewal date (where recognised)	
Version number	1/17
Approved by (c.f. Quality Handbook ch.2)	Approval Panel
Date of approval (dd/mm/yyyy)	27/02/2017
Implementation start-date of this version (plus any identified end-date)	2017/2018
Study model type (e.g. study centre)	

Form completed by:

Name: ...Alexander de Mont **Date:** ...31/01/17.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: **Date:**

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	BAASO-S
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Social Studies Social Studies with Professional Practice Year
Qualification	BA (Hons)
Route Code (SITS)	BAASO-S BAASPAAF
Faculty	Health and Social Sciences
Department/School/Division	Applied Social Sciences
Version Number	1/17

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Level 4															
Unit code	Sociology of Modern Britain														
Level	4														
Credits	30														
Core or option	C														
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>														
1	LO1														
2	LO2														
3	LO1														
4															
5	LO2														
6	LO1														
7															
Unit code	Skills for Social Scientists														
Level	4														
Credits	30														
Core or option	C														
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>														
1	LO1														
2															
3	LO1														
4															
5	LO2														
6	LO1														
7	LO2														
Unit code	Law, Society & Controversy														
Level	4														
Credits	30														
Core or option	C														
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>														
1	LO1														
2	LO1														
3	LO2														
4															
5															

5	LO1																			
6	LO2																			
7																				

Unit code	ASS022-3 Leadership and Management in the Human Services																			
Level	6																			
Credits	15																			
Core or option	O																			
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																			
1																				
2	LO1																			
3	LO2																			
4	LO1																			
5	LO1																			
6	LO2																			
7																				

Unit code	ASS023-3 Global Childhoods																			
Level	6																			
Credits	15																			
Core or option	O																			
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																			
1	LO1																			
2	LO2																			
3																				
4	LO2																			
5	LO1																			
6	LO2																			
7																				

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BA (Hons) Social Studies
---	--------------------------

FHEQ Descriptor for a higher education qualification	QAA Quality Code FHEQ for level 6 2014	Course Learning Outcome(s)						
		1	2	3	4	5	6	7
Bachelor's degrees with honours are awarded to students who have demonstrated:								
a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline		✓	✓	✓	✓	✓	✓	✓
an ability to deploy accurately established techniques of analysis and enquiry within a discipline				✓		✓		✓
conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		✓	✓	✓		✓	✓	
an appreciation of the uncertainty, ambiguity and limits of knowledge		✓		✓	✓	✓	✓	
the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).		✓		✓	✓	✓		✓
Typically, holders of the qualification will be able to:								
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects		✓	✓	✓	✓	✓		
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a		✓	✓	✓		✓	✓	✓

problem							
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	✓		✓	✓	✓		
And holders will have: the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	✓	✓	✓	✓		✓	

Subject Benchmark Statement(s)	Social Policy 2016						
	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>						
Knowledge and understanding	1	2	3	4	5	6	7
3.2... knowledge							
• origins and development of welfare institutions within and across the UK, and the social and demographic contexts in which they have operated	✓	✓	✓	✓	✓	✓	
• role, remit, organisation and contemporary activities of the main institutions of UK welfare systems, including the provision, financing and regulation of social security, education, employment, health and social care, and housing	✓	✓	✓	✓	✓	✓	
• framework, operation and financing of the processes of policy making and implementation		✓	✓	✓		✓	
• operation and impact of non-governmental sources of welfare, including the informal, voluntary and private sectors, and of how these interact within mixed economies of welfare	✓	✓	✓	✓	✓		
• main features of the interrelationships between social policies and differently placed communities, families and individuals	✓		✓	✓	✓		
• ways in which other countries organise their social policies and welfare institutions and the effectiveness with which they realise objectives		✓	✓	✓	✓	✓	
• subnational and supranational dimensions of Social Policy, including the role and organisation of the European Union and other regional organisations internationally		✓	✓	✓		✓	
• international and global contexts of Social Policy		✓		✓	✓	✓	
• main issues and contemporary policy debates surrounding social, economic, environmental, cultural and political problems in the UK and beyond	✓	✓	✓	✓	✓	✓	

• key thinkers in the area and the theoretical and conceptual ideas and principles driving the development of the subject	✓		✓		✓		✓
• significant sources of data about social welfare, and the main quantitative and qualitative social research approaches and methods used to collect and analyse data.			✓	✓	✓		✓
3.3 ...understanding							
• a complex body of knowledge about the key concepts, theories and philosophies of welfare, including human needs, human well-being, and social welfare; poverty, inequality and social exclusion; citizenship and human rights; needs and social justice; social and cultural difference and diversity; theories of the state and policy making; theories and methods of comparative analysis	✓	✓	✓	✓	✓	✓	✓
• how welfare institutions operate within broader welfare systems		✓	✓	✓			
• the complex multi-level legislative contexts in which Social Policy is developed and implemented, including local, regional, devolved, national and supranational environments.		✓	✓	✓		✓	
• impact of contemporary patterns, problems and persistence of social inequalities	✓	✓		✓			
• where and in what ways individual and social well-being is not being achieved; and ways in which different social groups and individuals experience, respond to and contest social policies	✓	✓	✓	✓	✓	✓	
• interdisciplinary approaches to Social Policy topics and issues	✓	✓	✓	✓	✓	✓	
• the political economy of welfare and how values and principles are related to political and economic interests	✓	✓			✓	✓	
• the history of contemporary social problems and of social policy responses to them		✓			✓	✓	
• how key drivers such as globalisation, economic and demographic change affect social policy making and the nature of the policy process		✓	✓	✓	✓		
• the strengths, weaknesses, limitations and appropriate applications of social research and social research methods, including ethical considerations in their production and use			✓				✓
3.4 Subject specific abilities and skills							
use established theories and concepts of Social Policy and other social sciences to analyse how social needs, social problems and policies themselves are constructed, reconstructed and understood in national, international and global contexts	✓		✓		✓	✓	✓
distinguish between, critically reflect on and evaluate different theoretical, empirical, normative, moral and political approaches to social problems and issues	✓	✓	✓	✓	✓		✓

understand the political and economic contexts of Social Policy and ways in which these impact on policy development and implementation	✓	✓	✓	✓	✓		
locate, retrieve, interpret, evaluate, and apply, relevant qualitative and quantitative data derived from social surveys and other sources	✓	✓	✓		✓	✓	✓
undertake individually and/or collaboratively investigations of social questions, issues and problems. This involves the ability to frame appropriate research questions; identify suitable research problems; and techniques in the collection, management and manipulation of data, including secondary data, and other information; the use of established electronic databases for information retrieval; the construction of coherent and reasoned arguments; and the presentation of clear conclusions and recommendations.	✓		✓		✓		✓
3.5 Generic Skills							
problem-solving skills: Social Policy encourages problem-based learning, imagination and flexibility in seeking and evaluating alternative solutions, through critical reflection, to social problems	✓	✓	✓	✓	✓	✓	✓
social research skills: Social Policy enables students to work independently using a range of established social research methods to gather relevant information, manage and manipulate data, and analyse and interpret their meaning addressing human social needs in a global context.			✓				✓
evaluative and analytical skills: Social Policy produces policy-literate and numerate students, able to summarise, analyse and critique arguments, reports, documents and other written audio-visual and verbal data	✓	✓	✓		✓		✓
sensitivity to the values and interests of others: the teaching of Social Policy contributes to the development of students' capacity for self-reflection and, in particular, their ability to listen to, reflect on, and interact with, the views and beliefs of others; and to take account of their own normative and moral positions in order to understand how human needs are experienced and met	✓	✓		✓	✓	✓	
an ability to relate to wider international and global contexts: Social Policy fosters critical awareness and appreciation of transnational and globalised social problems, and of and of addressing human social needs in a global context.		✓	✓	✓	✓	✓	
personal communication skills: the ability to convey ideas and arguments effectively, using a variety of media, to a range of audiences. This includes verbal and written presentations, technology-enhanced where appropriate, clearly communicating meaning to a third party, and using appropriate academic conventions	✓	✓	✓	✓	✓	✓	✓
self-management of learning and personal resilience: the ability to work	✓	✓	✓	✓	✓	✓	✓

independently, within deadlines, supported only by broad guidance as to sources and objectives. Graduates are able to organise their learning in terms of effective planning, time-management and presentation. Furthermore, they are able to reflect on their learning in ways that enhance their personal and professional development.							
team-working skills: Social Policy graduates have interpersonal skills that allow them to collaborate with others and to contribute effectively in group-based research and problem solving				✓		✓	
information and communications technology skills: Social Policy graduates are proficient in the use of a range of technologies and software, including the internet and social media platforms, to access, search, store, transit and manipulate relevant information; and to conduct various forms of computer-based data analysis and presentation.	✓	✓	✓	✓	✓	✓	✓

